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This report presents the background papers and evaluation of a workshop on college personnel services for the adult. Tests found particularly useful with adults are discussed in the following categories: (1) admissions, (2) placement, (3) remedial, (4) vocational-educational planning, and (5) creativity or innovation. A review of financial aid programs show little aid is available to the adult returning to college. The differences between the adult college student and other students are important to the development of both a counseling philosophy and co-curricular activities in continuing education programs. (NS)

American College Personnel Association

PROCEEDINGS OF A PRE-CONVENTION WORKSHOP

"COLLEGE PERSONNEL SERVICES FOR THE ADULT"

STUDENT | *Assistance*
Involvement
Development

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A REPORT OF COMMISSION XIII

STUDENT PERSONNEL WORK FOR ADULTS IN HIGHER EDUCATION

Clarence H. Thompson, Editor

PROCEEDINGS OF A PRE CONVENTION WORKSHOP

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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STUDENT PERSONNEL WORK FOR ADULTS IN HIGHER EDUCATION

AMERICAN COLLEGE PERSONNEL ASSOCIATION

Clarence H. Thompson
Editor

FOREWORD

In Dallas, Texas, preceding the APGA Convention in 1967, Commission XIII of the American College Personnel Association, which deals with Student Personnel Work for Adults in Higher Education, developed and conducted a workshop around the theme "Counseling the Adult Student." In view of the international interest that was generated from the publication of the proceedings of the first workshop, the Commission developed a second program which was conducted in Detroit, Michigan, just prior to the APGA Conference in April, 1968. This second workshop operated under the theme "College Personnel Services for the Adult: Student Assistance, Involvement, Development."

The organizational format of the program devoted a half day to each of the three sub-topics: 1) "Student Assistance," 2) "Student Development," and 3) "Student Involvement." Each of these areas was further divided into two sub-topics: 1) "Testing" and "Financial," 2) "Continuing Education" and "Counseling," and 3) "Cultural/Social" and "Coeducational Activities." Papers given in these six sessions, together with a rather thorough evaluation, constitute these proceedings.

The local situation in Detroit entered into the tone of intensity of feeling that marked the dynamics of the Workshop. Beginning, as it did, on the day following the assassination of Martin Luther King, our first session was interrupted by the announcement of a curfew which closed all facilities except one dining room in the hotel. In fact, it closed early. No snacks, no drinks, no lounge for sociability, no entertainment, no travel outside (not even between) the hotels, was the atmosphere that brought a somber note to the Workshop. One favorable result, however, was an unscheduled evening session of two hours duration of an unstructured nature. Many problems and concerns were discussed among the participants and the faculty. This aided in the dynamics of the group, making for a sense of belonging and closeness by most participants.

As Chairman of the Commission and of the Workshop, the undersigned is indebted to many persons for the success of this important venture. To Dr. Martha L. Farmer, who first interested me in this exciting field of adult personnel services, and who served as a catalyst and a consultant in the development of this endeavor; to Dr. Goldie R. Kaback, who has subsequently taken over as Chairman of the Commission, and who, in addition to Dr. King M. Wientge, delivered such excellent papers as a part of the Workshop; to Dean Kenneth H. Sproull and Reuben R. McDaniel, Jr., both of whom I have known for a long time but, as a result of the Detroit convention and all its unique problems, assumed a new importance in our relationship; and to Dr. Joseph A. Fisher, who developed and analyzed the participant evaluation, I acknowledge especial gratitude.

To the other members of Commission XIII for their loyalty, their ideas and cooperation, and to the actual participants of the Workshop, without whose wholehearted involvement the experience would have been less meaningful, my sincere thanks. To Dr. William Butler, Coordinator of the Commissions, and to the Executive Committee of ACPA for encouragement and financial assistance, go our grateful appreciation.

Clarence H. Thompson
Chairman, Commission XIII

Drake University
May 1968

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INTRODUCTION

In working out the design for this program, we settled on the three segments: student assistance, student involvement, and student development, and then attempted to determine in which sequence they should be presented. One suggestion was that we start with the specific--the short term, the assistance--in order to have something specific with which to work. To follow this with the student involvement which is more long-range, from the point of view of the period of time, and then to wind up with the student development, a sort of where do we go from here.

As we kicked this around a bit, however, it was agreed that the specifics of student assistance would be a good place to start. But that perhaps we should then look at student development in terms of the future--the objectives--where we are going--and then to see how student involvement fits into this pattern. So that's what we have done.

This afternoon Dr. King Wientge and Dean Kenneth Sproull will discuss their respective areas of student assistance; that is assistance via testing and financial assistance. Tomorrow morning, we will consider student development through continuing education and student development through counseling. Tomorrow afternoon, we will look at student involvement from the cultural and social points of view and also from coeducational activities.

We hope that you will assist us in the development of this Workshop by really becoming involved. This is the secret of a successful learning situation. Only as you are involved and internalize the information and materials to which you are exposed, do the learnings become meaningful and worthwhile. So the old saying of "you get out of it what you put into it" is certainly true. The more you become involved the more we hope you will get out of the situation.

Another principle of adult education is that you always evaluate anything you do. So at the end of the Workshop, we propose an anonymous evaluation so that we may have your reactions to our successes and shortcomings in putting on this Workshop. We have also scheduled short summaries at the end of each section in order to tie up that segment before proceeding to another topic; but I am sure you will find interrelating subjects for discussion and points of reference between sections.

Clarence H. Thompson
Workshop Chairman
April, 1968

STUDENT ASSISTANCE - TESTING

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In order to establish a common conceptual frame of reference it is necessary to define test and adult as used in this paper. Tests, per se, are not good or bad, fair or unfair, pro-American or un-American, fallible or infallible, or any of the other like terms which have been used to describe them in recent times. Rather a test is a sample of behavior taken under standardized conditions from which is made an inference or prediction of future behavior in a greater population of related behaviors. For example, when we test an individuals typing speed and accuracy, we are collecting a sample of typing behavior under prescribed conditions from which a prediction can be made of subsequent performance over a whole range of typing conditions. It is obvious, therefore, that adults exposed to any test must have had previous learning or experience in the category of behaviors sampled by the test if the test is to be a valid predictor of subsequent performance or behavior under more general conditions.

An adult, in this paper, is an individual sixteen years of age or older who is fully employed and is enrolled in a part-time program of higher education. There may be infrequent deviations from this pattern of full employment and part-time schooling, such as a student carrying a full academic load and three-quarter employment, but such deviations are exceptions to the general pattern. A housewife in the sense of this definition is considered fully employed. The great majority of these adults will be completing their first degree or some intermediate goal often related to upward vocational mobility. A smaller percentage of the total population will be enrolled in graduate programs.

There are hundreds of tests available to the test user. Buros 1965 publication, Tests in Print, [1] lists the many hundreds of tests currently in print as well as tests which are out of print. From among this multitude of tests I have deliberately chosen a few tests[2] that either have proven quite useful in working with adults or that seem to have promise for future use. In thinking of the title of this paper, "Student Assistance - Testing, " it is profitable to separate tests for adults into several meaningful categories. The categories that will be considered are: admissions and selection, placement, remedial, vocational-educational planning, and creativity or innovation.

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[1] Oscar K. Buros, Tests in Print (Highland Park, New Jersey: The Gryphon Press, 1961).

A. Admissions and Selection. Instruments that are useful for admissions or selection purposes can be fitted along a time dimension which varies from brief to moderate to substantial periods of time. Consistent with the objective of listing a few tests, which are significantly representative, the Quick Word Test is shown under the heading Brief. Under Moderate appears The Test of Adult College Aptitude (TACA) and the College Qualification Test (CQT). Under Lengthy, the American College Tests and the College Boards are listed. A brief description of the function of each test in the selection and placement of adult students follows.

Time Dimension

Brief	Moderate	Lengthy
Quick Word Test	Test of Adult College Aptitude (TACA) College Qualification Test (CQT)	American College Tests College Boards Scholastic Aptitude Test (SAT)

At the brief end of the time dimension is listed the QWT. The advantage of the short vocabulary test is that it provides an easy and economical assessment of general learning ability by which one can provide immediate helpful information to a prospective student. A research study by Knox and Grotelueschen[3] used the QWT with a large sample of adults and reported that the "QWT is a very reliable and seemingly valid estimate of adult mental ability. Its use is recommended for situations in which the administration of more comprehensive scales would not be practical. " The busy adult with lesser amounts of time to invest in testing can be informed of his score as it compares with other adults in the program in about fifteen to twenty minutes. My personal leaning toward the short vocabulary test is based on the demonstrated importance of verbal skills in college learning. Research evidence suggests that students with high verbal skills do better in engineering and science subjects as well as the traditional behavioral sciences or the humanities. Given a choice of only two of three indicators, Verbal Intelligence, Mathematical Intelligence, and Interest or Personal Factors, I would be inclined to select Verbal Intelligence and Interest and Personal Factors as the most useful placement information.

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[2] The titles, authors, and publishers of the tests which are discussed in this paper are listed in the Bibliography.

[3] Arden Grotelueschen and Alan B. Knox, Analysis of QWT as an Estimate of Adult Mental Ability, *Journal of Educational Measurement*, Volume IV, Number 3, Fall 1967.

Moving along the time dimension scale, tests requiring more time but adding more specificity in terms of precise information are the Test of Adult College Aptitude and the College Qualification Test. The Test of Adult College Aptitude (TACA) was normed on the adult population of evening college students attending University College at Washington University in St. Louis. The authors state that many adults are concerned about their ability to handle the demands of formal courses and are anxious to know before they enroll how their learning ability compares with that of other adults in evening classes. TACA has the unique feature of including biographical information items which were selected from a prior research study by DuBois and Wientge.[4] This instrument is in the developmental stage but has shown promise as a measure of adult learning. The time required to complete the test will not exceed forty-five minutes and most adults will complete it in thirty minutes.

Also in the moderate time category I have included the College Qualification Test which has three parts, Verbal - fifteen minutes, Numerical - thirty-five minutes, and Information - thirty minutes. The basic principles for the development of this test were laid down by an advisory committee of psychologists and educators.

These are:
a) The test should be broadly predictive of college success and suitable for many curricula.
b) The test should stress power rather than speed.
c) The test should serve several purposes namely, selection, placement, and counseling.
d) Comparability of tests should be insured by having them normed on the same population.

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[4] Philip H. DuBois and King M. Wientge, Factors Associated with the Achievement of Adult Students (St. Louis, Missouri: University College Research Publications, Washington, University, 1964).

e) The times and places of their administration should be at the discretion of the colleges using them.

f) For reasons of security the use of at least one form of the test should be restricted to the colleges.

The reviews of this test in Buros - Fifth Mental Measurement Yearbook are uniformly good. The following quotation is pertinent "to sum up: The presentation of these tests and of their manual is technically excellent. So far as their limited objective of predicting grade point averages goes, they are at least the equal of other tests having the same purpose. They should prove useful in selecting college students, but the claim that they can assist in counseling and placing in courses needs (and it is hoped will receive) confirmation."[5]

Moving in the direction of tests which require more time we have included the ACT of the American College Testing program and the Scholastic Aptitude Test (SAT) of the College Boards. These tests which are periodically scheduled through the year may have been taken by adults when they were high school juniors and seniors. The scores provide more specific information about college level learning ability. The American College Testing Program Examination is a three hour examination which yields five scores: English usage, social studies reading, mathematic usage, natural science reading, and a composite score. The Scholastic Aptitude Test of the College Entrance Examination Board is a three hour test of verbal and mathematical aptitude for students seeking admission to college. Admissions officers use the scores, along with other information, as an indication of a students ability to do college work. For students seeking admission to an adult program of continuing education who have not completed the ACT or SAT and for the many older adults or high school leavers the College Qualification Test would serve as an admirable substitute. It has the flexibility of being available for immediate administration without waiting for a specified date such as is required for the ACT or SAT.

If admission counselors of adult students are familiar with and know the uses of the repertory of tests represented by the initials QWT, TACA, CQT, ACT, and SAT they are in good position to selectively admit adults into continuing education programs at a level commensurate with their ability to learn.

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[5] A. E. G. Pilliner, in Fifth Mental Measurement Yearbook, Oscar K. Buros, ed. (Highland Park, N. J.: The Gryphon Press, 1959), p. 447.

B. Placement. A recent and quite valuable addition to the placement function for adult students is the College Boards College Level Examination Program which began in 1965 with the broad purpose of developing a national system of placement and credit by examination specifically directed to higher education. The program has five major objectives:

1. To provide a national program of examinations that can be used to evaluate non-traditional college level education, specifically including independent study and correspondence work.

2. To stimulate colleges and universities to become more aware of the need for and the possibilities and problems of credit by examination.

3. To enable colleges and universities to develop appropriate procedures for the placement, accreditation, and admission of transfer students.

4. To provide colleges and universities with a means by which to evaluate their programs and their students' achievement.

5. To assist adults who wish to continue their education in order to meet licensing requirements or qualify for higher positions.

Stated simply, the purpose of the college level examination program is to provide a means of awarding college credit by examination. There are two types of College Level Examinations: General and Subject. The General Examination provides a comprehensive measure of undergraduate achievement in five basic areas of liberal arts education: English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences - History.

Recently, a committee of academic faculty from the day division of a major midwestern university was appointed to evaluate its evening division academic program. The committee's unanimous approval of the College Level Examination Program General Test as a suitable instrument for determining credit to be awarded to adult students reflects their satisfaction with the nature and demands of the test questions.

The matter of placement in a course has another facet. Experienced counselors of adults are aware of the omnipotence of the Protestant Ethic with many adults returning to school. In response to a counselors query about the course in which he would like to enroll, a not unusual answer from the conscientious adult is "Well, I guess I should enroll in College Algebra, because I was never any good in algebra in high school." (Instead of algebra, the subject may be science or English etc., according to what the prospective adult student "was never any good in.")

When queried about the choice as essential to a present job or future need often the answer comes back in the negative with a reaffirmation of the fact that it was a course which was poorly handled in high school. The positive suggestion from the counselor that it is much more appropriate to initially enroll in a best-liked course rather than a least-liked course is greeted with some amazement. Certainly enrollment in an interesting course seems much more likely to hold a new student and to provide satisfactions leading to continuation and subsequent additional enrollments. One wonders how many adults returning to school have become disenchanted and dropped out as the result of self placement into an "unwanted" course. Test scores on the various sections of placement tests should be scrutinized carefully. High scores often indicate a strong interest as well as high ability in that subject matter area.

C. Remedial. The third category proposes the assistance of testing for remedial purposes. Adult students from disadvantaged populations may urgently need the assistance of a remedial program. Experience with Negro students in career scholarship programs and the reported academic difficulties of students in Upward Bound and similar projects highlights the urgent and continuing need for remedial and supportive maintenance. The early use of reading tests and study habits inventories for the culturally disadvantaged are clearly indicated as the dropout and failure rates in these projects are alarming. I suggest as a suitable test the Survey of Study Habits and Attitudes. High scores on the SSHA are characteristic of students who get good grades. Low scores tend to be characteristic for those who get low grades. Obviously, the remedial program, including study skills and reading training is of equal importance to all entering into continuation education programs and should be available for all adults. No attempt is made to suggest a college level reading test, mainly because instructors of reading improvement courses tend to select tests on the basis of their own training and experience, from among the several available. Tangentially related to the Upward Bound projects are those which attempt to provide training and employment for populations of adults who are categorized in the urban centers as the hard-core unemployed. These adults are far down the scale of literacy and many extension programs are involved in providing basic literacy training for this population. A recent test which was designed for use with this population is called ABLE, The Adult Basic Learning Examination provides two levels of performance: Test one, grades 1 through 4 and test two, grades 5 through 8. The tests are the first, specifically constructed to measure basic learning achievement in adults. As exclusively adult tests of basic skills they are useful for basic literacy training with community adult education classes and with special agency training such as the Job Corps. The test has several sections which include vocabulary, reading, spelling, arithmetic: number computation and arithmetic: problem solving.

The early identification of the level of literacy for each member of this adult population is quite important if improvement is to be made and maintained.

D. Vocational-Educational Planning. This area is one in which adult educators need to be alert to current happenings and future trends. Vocational education leaders are becoming quite important at the national level in terms of the federal monies they command and the influence they exert in educational matters. To state that vocational educators have become disenchanted with guidance and counseling is putting it in mild terms. They view counselors in secondary schools as individuals who invest their time in activities centered mainly around personal or therapeutic counseling, educational planning and guidance for college entrance. Recent rumors suggest that vocational education legislation being discussed would establish a separate reimbursable position of vocational counselor; the focus of which would be directly on vocational guidance and counseling for those students who cannot profit or do not wish to enter a college program. It is likely that this program would emphasize more testing and occupational information.

A bill which has just been proposed by representative Roman C. Pucinski calls for a major overhaul of vocational education and is aimed at equipping every high school graduate with a job skill. This bill would provide for steep increases in federal spending. Representative Lloyd Meeds, the co-author of the bill, said the increase in funds would help balance federal support of education which is now weighted heavily on the side of students working for a college degree.

A second indication is a recently received brochure which announces a six-week industrial institute in vocational counseling during the summer of 1968. Offered by the College of Education and the Extension Division of the University of Missouri in cooperation with the St. Louis Suburban Guidance Council, it carries six units of graduate credit. The description states that the institute is designed to provide educational personnel with basic understandings and knowledge concerning the structure and function of business and industry as it relates to the vocational counseling of youth and young adults. The focus of the institute will be on personnel management procedures and techniques including such topics as recruitment, selection, placement, training, supervision, evaluation, and/or promotion. An interesting point is that the class sessions for the institute will be located at the Construction Training School of the Associated General Contractors of St. Louis. If counselor education programs of today are to maintain their strong position, they will certainly need to supplement current programs with vocational guidance and counseling offerings of significance. Twenty-four graduate students enrolled in counselor education were polled to determine how many had ever been in technical high school and observed the various programs offered. Out of the twenty-four, a total of seven indicated that they had been. The other seventeen had never entered a technical high school. The implications are obvious.

Adult educators may well be concerned with the development of adequate vocational planning for adults in continuing higher education, particularly that group of young adults between eighteen and thirty-five whose main focus is upward vocational mobility. One of the techniques that should be scrutinized for its potential is that of group vocational planning. This writer has had several adult classes complete a simple test battery composed of the Test of Adult College Aptitude and the Study of Values and used the results of the two tests as a basis for a group discussion of vocational plans. The group participation was excellent. This is an area that needs to be explored more fully with perhaps measures of ability, attitudes and interests used to provide discussion data. Interest measures such as the Strong Vocational Interest Blank or the Minnesota Vocational Inventory or the Gordon Occupational Inventory for non-college attenders are appropriate. This kind of approach may also be useful with culturally disadvantaged populations. The restrictive environment of the culturally disadvantaged tends to develop personality characteristics which hinder one-to-one counseling at least early in the relationship. There is need to explore the potential of small groups of disadvantaged adults interacting with a counselor on such matters as vocational planning.

E. Creativity or Innovation. Much has been written recently about the need for creativity and innovative learning in our elementary and secondary schools. There is perhaps a greater need in continuing education for adults. We know, for example, that Getzels and Jackson in their study of youth in the Chicago area found that the parents of innovative and creative children tended to be different from the parents of the less creative children. How to measure, evaluate and capitalize on this difference is still an unanswered question. Guilford, in discussing the structure of the intellect has emphasized the concepts of divergent and convergent thinking. In convergent thinking one reasons from a collection of facts, to hypotheses concerning the facts, to a single conclusion. In divergent thinking, which is innovative thinking, one may take a group of facts and arrive at a number of alternative answers, many of which are meaningful and interesting. The recently developed Remote Associates Test is claimed by the authors to be a measure of ability to think creatively. They interpret the creative thinking process as one of seeing relationships between "mutually remote" ideas and forming them into new associative combinations which are either useful or meet specific criteria. This kind of testing is very much in its infancy. However, for adults continuing education, instruments such as the Remote Associates Test may provide clues to the kind of course that an adult student can profitably enter. The highly creative adults are likely to find the traditional information-giving course prosaic and dull.

In summary, an effort has been made to select from the many tests in print a significant few that have direct applicability to adults in continuing education. Several of the instruments recommended are well established and time-proven. Others are in the developmental stage and have portent for the future. Obviously, there are other tests in print which some will prefer to those suggested in this paper. This is as it should be. The test batteries used by various test administrators will generally reflect their unique training and experience. Certainly all sophisticated test users will review the critical reports in the Mental Measurements Yearbooks as time passes. These are excellent reports, as every psychometrician knows. They contain not only the critical analyses of all useful tests, but also provide lists of references which the test user may peruse for more detailed information. Adult educators should be certain to compare the test reviews which appear in the Mental Measurements Yearbooks with the printed claims of the authors and publishers. Careful consideration of tests and their uses will make "Student Assistance - Testing" a valid and reliable function in a program of adult continuing education.

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FINANCIAL AID FOR THE UNDERPRIVILEGED ADULT

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It is almost embarrassing to stand here to discuss financial aids for adults in higher education. The source of funds and financial aid programs for adults are limited, and what does exist is mainly on an experimental basis. The rising cost of education has increased the need for financial assistance for all ages in our population. Since 1955, enrollments have doubled, expenditures have doubled, and tuition fees have doubled.

Most colleges today recognize the influx of returning adults. Many more older students are returning to college, and many adults, after taking the GED test, are returning to college. We are also aware that 20 percent of our college students are married. Despite this knowledge, there has been little attempt to implement large-scale financial programs for the adult student.

We might even call the adult student the underprivileged in terms of the financial aid that is available to him.

The intent of most federal programs was to develop young talent and help the poverty stricken and the disadvantaged. Another intent was to assist the college graduate or teacher in continuing his graduate education. Therefore, with two exceptions which I shall mention later, our major federal financial aid programs are not designed specifically to assist the adult student with financial problems.

A brief review of federal programs reveals why the adult may be the underprivileged.

The National Defense Student Loan program was designed to assist the young, entering college student. Although adults may borrow from this source, one of the obviously limiting criteria is that they be at least half-time students. Most adults must pursue their education on a piecemeal basis, taking one or two courses at a time. Rarely do they qualify as half or full-time students unless they are receiving some type of financial aid.

The Guaranteed Loan program is basically designed for students from middle and upper income families. Obviously again, many widows, divorcees, and young married couples do not fall into this category, and extensive borrowing would merely be a further strain on their economic life.

The College Work-Study program allows students to work fifteen hours a week at a wage range of $1. 25 to $3. 00 an hour. One of the conditions of the program is that they attend classes on a full-time basis. The limitations of this program are obvious for the adult.

Economic opportunity grants from $200. 00 to $800. 00 are granted to students showing academic or creative promise. They must be full-time students, and they receive matching funds from the institution. The requirement that a student be attending full time eliminates most adults from qualifying for this program.

Other federal financial aid programs consist of scholarships, fellowships, and grants for graduates holding degrees who wish to upgrade their training and education.

Of the four main programs of student financial aid, only the Guaranteed Loan program may be destined for any appreciable expansion in 1969. The Guaranteed Loan program is the only one of the four in which private funds, rather than federal, constitute the primary source of financial aid. It is also the only program in which student need is not a criterion for assistance. As noted before, this type of assistance is not appropriate for many of our adults returning to college.

The government anticipates that about 750, 000 students will borrow an average of $855. 00 under the Guaranteed Loan program in 1969. In the other three programs--economic opportunity grants, national defense student loans, and the college work--study program--about 919, 000 students may be assisted. This will be a slight increase over last year.

Other aid to college students may include an estimated $340 million for direct and guaranteed aid to 469, 000 veterans and an estimated $66 million for scholarships, loans, and opportunity grants to more than 6, 000 students in the medical and health-related programs.

One exception to the lack of aid for adults is a federal assistance program for nursing, which includes a nursing student loan, and a nursing economic opportunity grant that may be awarded to adults.

Also, there is a project that will contribute to the development of community college programs designed to help adults out of poverty through education. This has been funded by the Office of Economic Opportunity. The $80, 350 grant was made to the American Association of Junior Colleges for a one-year period.

This association will coordinate the planning, implementation, and evaluation of several related inner-city community projects to be funded by the Office of Economic Opportunity. These projects will have the common goal of developing models for extending educational programs and services to adults in poverty areas by means of out-reach programs. Projects will assist adults in improving their functioning as wage earners, heads of households, parents, and citizens in their own neighborhoods and in the larger community. Educational objectives include imparting the skills, knowledge, and attitudes that will enable adults to change the environments in which they operate.

Such projects are seen as having particular relevance in the fight against poverty. They will answer a need felt by many urban community colleges interested in providing educational programs and services appropriate to the needs and interests of the adult poor.

A quick review reveals that the adult has little opportunity to take advantage of the federal financial aid programs. The requirement that he be a half or full-time student limits the adult's opportunity for financial aid. In the past there has been no procedure, including forms, charts, graphs, and applications, to determine financial need for dependent students. This classification includes the adult as well as the younger student who claims independence from his parents.

It is an informal understanding in the financial aid field that a college student is dependent on his parents (for determining financial needs) until the age of 24. Only this year the college scholarship service is developing a student financial statement for students not dependent upon their parents. Therefore, some progress and thought is being given to including the adult as a legitimate recipient of financial aid.

In addition, the Education Act of 1968 will enable colleges to implement their own philosophy, priorities, and distribution of funds. The Act will allow greater flexibility in packaging sources of funds for financial aids to students.

It thus appears that, with limited resources from federal programs, colleges will have to devise their own financial programs for adults, supported by institutional or local funds. To leave you with some possible constructive concepts regarding financial aids to adults, I will give a few examples of specific financial aid programs being implemented on some of our college campuses.

However, I should point out that financial aid programs are interwoven with the college philosophy and goals, and this, in a great sense, is what determines the distribution of funds. The Education Act of 1968 will give colleges more freedom to assist adults if they so desire. However, it still appears that the limited resources from federal funds will go to the young, new, entering student; and colleges will have to finance their own programs for adults. The source of funds will probably be private and local organizations.

Following are some examples of financial aid programs which are designed specifically for adults and, in some cases, which reflect institutional philosophy:

1) Educational opportunity grants for nursing and health education.

2) Tuition-free scholarships. As in the case of Michigan, the state reimburses the college for each full-time student enrolled. Therefore, the institution does not loose by tuition-free scholarships.

3) Flint Junior Community College just recently adopted the policy of granting free tuition to its senior citizens. This is an example of institutional philosophy and recognizes the contribution these senior citizens have given to the support of education over a period of years.

4) Another example of institutional philosophy is seen in the Port Huron Community College where they distribute their limited NDEA funds to older, mature women rather than to the young and unpredictable. They feel that the mature adult has a better chance for success.

5) The University of Minnesota has an experimental program involving fifty women (divorced or widowed). This program operates under the Economic Opportunity Grant Act, and the concept is that it is better to help these women earn a livelihood than to support them by the Aid to Dependent Children Act.

6) The University of Illinois has an experimental program which awards scholarships to adult women (E. T. Sanford, Director of Scholarships).

Last winter alert members of Kansas State's Association of Married Students perceived a need for a special educational program and, with the help of six Manhattan merchants, took immediate steps to solve it. The result was the Student Wife Education Grant Program (SWEG), the first of its kind.

The theory behind this program is that the student wife actually is an underprivileged person in our modern educational system. All too often marriage bells toll the death knell for a young bride's educational aspirations. She is either forced to go to work to help support the family while her husband finishes his degree requirements, or eventually she has to stay home to care for the children. Meanwhile, the educational gap becomes wider and wider between husband and wife.

This is an unfortunate waste of valuable intellectual resources. Too, a wife and mother needs and deserves a college education to prepare her for her supremely important role in raising her children, in homemaking, in functioning within her community, just as a business student's training prepares him for a career in commerce.

Kansas State's SWEG program made a start toward remedying the situation last spring; seven grants were made to young wives eager to begin or continue their college education. These seven girls signed up for eleven courses, earning one A, eight B's, and two C's for the semester; they were unanimous in their enthusiasm for the program and in gratitude to their benefactors.

My final example is one found at Deerefield Public School No. 109. Under a government grant, twelve adult women are being retrained to prepare themselves to work as assistants to counselors.

I might note at this point that a unique source of funds can be found at Miami-Dade Junior College. They receive approximately $150, 000 from race track revenues. A portion of this revenue is used to provide financial aid to mature adults.

In concluding, it has been my purpose to: 1) review federal financial aid programs as they relate to adults, 2) to point out the weaknesses in these programs for adults, 3) to give you some illustrations of programs developed specifically for adults, and 4) to suggest possible sources of funds for such programs.

I hope some of these ideas will serve as a basis for further discussion and possibly ignite the spark of your imagination in developing financial aid programs for adults on your campus.

COLLEGE PERSONNEL SERVICES FOR THE ADULT STUDENT--ASSISTANCE, INVOLVEMENT, DEVELOPMENT

STUDENT DEVELOPMENT--CONTINUING EDUCATION

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This morning I wonder if you will assist me in an experiment. I would like to begin my portion of this program differently from the way you have become accustomed to learning. In the familiar way, I would tell you some facts, illustrate some points, and suggest some possible answers or solutions to whatever problems were identified and discussed. You would react to my comments, actions, and tone in a manner related to your past experience. This is fine and could result in reinforcement or modification of past understandings or even perhaps contribute new knowledge to some of you.

How many of you are familiar with the problem census technique? (Note: Only one indicated a familiarity.) I propose to ask you to move your chairs into small groups of about five persons each and to discuss the topic of this session, "Student Development--Continuing Education." What does it mean? What should it cover? How would you approach this presentation? After about ten minutes I will ask one person from each group (a recorder whom each group selects) to report on your deliberations. (Note: These comments have been included in the proceedings of the Workshop to give the casual reader a feel of the small group deliberations. They are included as Appendix E.)

The idea of this exercise is not to see which group comes closest to the approved solution of the instructor. Neither is its purpose to see if you contribute ideas which I do not. I take for granted that you will. The primary purpose is twofold: 1) to take a census of your knowledge and understanding of the subject, and 2) to force you to think in an unstructured fashion about the subject. Your reaction to my prepared remarks will then make a greater contribution to this learning situation than if you had only sat passively and politely listening to them without thinking first about the subject.

I spent quite a long time deciding upon an approach to this topic--

just as you did in miniature this morning. I tested different ideas and discarded them--just as you no doubt did. You could say that "College Personnel Services for the Adult" should contribute to the student's development--and you would be right. You could suggest that the development of personnel workers through continuing education would contribute to better personnel services for the adult--and you would also be right. You might consider the role of continuing education in the development of the student or you could look at the student's development, up or down, by using or avoiding continuing education. As a matter of fact, nearly anything that you suggest by varying the order of the words making up the Workshop theme and the sub-topic of this session would logically relate to our discussion.

If I may do some selective paraphrasing of Howard McClusky[1]--I suggest that in thinking of the meaning of student and development, one is struck with the scope of the term created by combining them. In the first place, development denotes change--movement from one point or stage in life to another. Secondly it suggests control. Change can be induced or modified and may be the result of taking steps to deliberately contrive to achieve a goal. Of course development may be up or it may be down, but it usually refers to improvement in the status of the student concerned. In this sense then, we can define student development as change induced for the achievement of student improvement.

It is a well worn cliche that in today's complex, technologically oriented society, a person cannot be educated for life but must continue his education throughout life--hence the expression lifelong learning. If we look at continuing education for a moment as lifelong learning, then it becomes increasingly evident that learning is a process--a social process--that involves the total personality of the learner. Jack R. Gibb,[2] Director of Research for the National Training Laboratories, suggests six principles for adult learning. These are: 1) Learning must be problem centered. 2) Learning must be experience centered. 3) Experience must be meaningful to the learner. 4) The learner must be free to look at the experience. 5) The goals must be set and the search organized by the learner. 6) The learner must have feedback about progress toward goals.

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[1] Howard Y. McClusky, "Community Development, " Handbook of Adult Education in the United States (Chicago: Adult Education Association of the U. S. A., 1960), p. 416.

[2] Jack R. Gibb, "Learning Theory in Adult Education, " Handbook of Adult Education in the United States (Chicago: Adult Education Association of the U. S. A., 1960), pp. 58ff.

If those few of you who attended our pre convention workshop last year in Dallas on "Counseling the Adult Student" will bear with me for a couple of minutes, I should like to refer to "The Nature of the Adult Student" again. I suggest there is a definite relationship between the six principles for adult learning that Gibb advocates and the five differences between the adult student and the youthful student to which I referred last year. Perhaps you may recall that in the concept of Malcolm Knowles the difference between an adult and a youth is in his role, ranging from dependency on the one extreme to independence on the other. In the winter 1967 issue of Adult Education, Jane Zahn[3] writes, "Adults are not merely tall children. They differ from the young in many ways that influence their learning. They have different body characteristics, different learning histories, different reaction speed, different attitudes, values, interests, motivations, and personality. Therefore, those who are trying to help adults learn must be aware of these differences and adjust teaching and the learning environment accordingly."

Five differences between the adult and youth which have important implications for higher education and for college personnel services for adults are:

I. An adult has a different self-concept from the youth when he comes into a learning situation. For instance, youth enters into education as a full-time vocation. It is his full-time job. An adult comes to school as a means to an end. Education is a secondary consideration; therefore, the expectations of the adult are different. While the youth expects decisions to be made for him and expects to be told and given the answers, the adult expects to be treated as an adult and to make his own decisions. He expects to take some responsibility. In addition, he expects the opportunity to participate. He resents being told and having everything done for him. This creates a sort of ambivalence within the adult. He also enters into an educational activity with certain expectations based upon his educational experience as a youth. He expects that all decisions will be made for him; that he will be talked down to; that the teacher will tell him what he ought to do. Thus, we might have to help the adult by orienting him to the fact that learning for the adult can be different. That there are new ways of learning, different from that of youth.

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[3] Jane C. Zahn, "Differences Between Adults and Youth Affecting Learning," Adult Education (Volume XVII, Winter 1967), pp. 67ff.

II. An adult comes into a learning situation with a body of experience. The way in which a person organizes his perceptions, as well as what he selects to perceive, is influenced by what he expects; and what he expects depends on his experience and his motives. It is more difficult to change the perceptions of an adult than of a youth because the adult has had more prior experience. He, therefore, has more to contribute. Consequently, the methodology of adult education needs to be more experientially oriented than the straight transmission of information. It is important to use educational devices that he can relate to his experience such as discussion, business games, case method, sociodrama, role playing, sensitivity training, and the incident process method. Since we know that one can internalize best when he can relate to his experience, the key is to relate the new to the old. So, since adults have greater experience, they are open to a wider range or variety of new ideas.

III. Adults enter into a learning situation with a different set of developmental tasks. Youth education is based on definable stages of development such as infancy, pre-school, early school years, pre-adolescence, adolescence, etc. For the adult, developmental tasks can be broken down generally into three stages:

1. During the early adult years, say roughly from 18 to 30 (although chronology is not the criteria), the developmental tasks include movement from adolescence to maturity; getting his first job; getting a wife or husband; starting to raise a family; beginning to take citizenship responsibility seriously; forming a new basis of social relationship.

2. The second stage - Middle adult years, roughly from 30 to 55 (I suppose this depends on one's age), is the stage of going up the ladder; achieving and fulfilling one's potential; raising a family; starting to help the children to leave the home; learning to live with a spouse as a human being.

3. The third stage - Later maturity, roughly over 55, where one prepares for and learns to live in retirement; prepares to live without spouse and without children; finds new social relationships.

So if there are different developmental tasks, what are the implications with respect to an adult coming into a learning situation?

It can be seen that there is relevancy to curriculum planning when there is recognition of developmental stages not only for youth, but also for adults. For example, it is not a developmental task for a man of 40 to be concerned with retirement. At 40, the adult is concerned with getting to the top. It is only when he has leveled off and knows that he is where he is going that he can begin to consider and give thought to retirement.

IV. A fourth way an adult differs from youth is that an adult enters into a learning situation for immediate use of the learnings; for the solving of immediate life problems. Youth enters with the idea of postponed use of learnings. He is storing up knowledge for the time when he becomes an adult and gets his first job. The youth, therefore, enters with a subject-centered orientation. The adult, concerned with solving life's problems, enters the educational situation with a problem-centered orientation.

V. The fifth difference is that the adult enters into the learning situation voluntarily. An adult comes to school of his own volition; probably because of some sense of inadequacy which he feels a need to overcome. Education for youth is mostly compulsory, either by parental or peer pressures.

Just as educational expectations from the learning situation are different for the adult because of his different concept of his role, so are the needs, problems and concerns different for which he will use student personnel services. In other words, personnel services for the adult, if they are to be effective, must also be different, but this will be referred to in greater detail in subsequent papers.

My purpose is to look at the relationship of student development to continuing education. Perhaps some of you have wondered about the inclusion of this topic in a program concerned with "College Personnel Services for the Adult." If I may be so bold, let me suggest that continuing education is really the unifying theme, the basic fabric, upon which college personnel services can and should become effective for the adult student. For the personnel worker, participation in a meaningful plan of continuing his own education is essential. Nothing becomes old so quickly as the skin of a dead sheep, yet there are those graduates who expect their diploma to keep their minds alive forever. The challenge of change, the enthusiasm of seeking satisfactory solutions to life's problems, the spirit of helpful service may well be good motivators but only through continuing one's education can he become really effective.

John Gardner, in his book Self-Renewal,[4] suggests that each generation must re-discover for itself the meaning of the values of its society. Yet we have designed our society in such a way that most youngsters have only bookish or frivolous possibilities of participation "in the great tasks of their time." The cultivation of values that maintain society goes on every day for good or evil. "It is not the dull exercise in ancestral piety that some adults make it seem. It goes on in the dust and clamor of the market place, the daily press, the classroom and the playground, the urban apartment and the suburban ranch house, and it communicates itself more vividly through what men do than through what they say." In a functioning social system the moral order is a desirable quality. It is alive, a changing thing that is liable to decay or to disintegrate just as easily as it is to be revitalized and reinforced. Also, it can never be any better than the generation that holds it in trust.

In his conclusion, Gardner suggests that the renewal of the moral order, in fact the renewal of society, will be accomplished by men and women who both understand this truth and accept its implications. These individuals will realize that the job of renewal is a continuing process and that society is not like a new car which requires minimal maintenance to keep it running. Society, of necessity, is continuously being recreated for good or evil by those who constitute the society. Some persons will consider this as a burdensome responsibility while others will rise to greatness.

The development of students to accept the responsibility of their own self-renewal is a function of continuing education and of the personnel workers who are committed to this role.

Lifelong learning can leave no aspect of life untouched. The whole community of learners become members of the educational family. As personnel workers we must learn to bear each other's burdens rather than to make light of each other's misfortunes. Dr. J. Roby Kidd[5] delivered the Quance Lectures at the University of Saskatchewan in

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[4] John W. Gardner, Self-Renewal: The Individual and the Innovative Society (New York: Harper & Row, 1963).

[5] J. Robbins Kidd, The Implications of Continuous Learning (Toronto: W. J. Gage Limited, 1966), p. 122

April 1966, under the theme "The Implications of Continuous Learning." He indicates that adult educators have been aware for a long time that they had the support of businessmen, farmers, trade unions, and many other groups. Their chief opposition seemed to come from within the educational family itself. Dr. Kidd asked, "Why was this?"

> Part of it, at least, was the fault of the adult educators. Often we failed to live up to the high standards that ought to mark an educational calling. But so have other men, even some of the critics.
>
> The main explanation is much deeper than this. Most people in education have failed to understand the full meaning of lifelong education because they have perceived education as preparation for life. In the deep places of their consciousness and subconsciousness this is what they believed, no matter what words they used. Their innermost convictions, the springs from which flowed their satisfactions and self-assurance, have been all about preparing young people, setting them off on the path of life, or providing them with a store of truths and habits for life's journey. These are noble sentiments as far as they go. But the more tenaciously they were held, the more the notion of adult education was seen as a threat. Somehow, it was felt that if a man must go back to school, if he must continue to learn, his teachers had failed him. Adult education, therefore, was perceived, not rationally but sub-consciously, both as a challenge and a rebuke.
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> With the full acceptance of continuous learning, the practitioners in any field of education will see more clearly their common interest, their common destiny, and their common allegiance to learning. After all, seen negatively, the enemies of all educational institutions are the same: those who wish to restrict freedom of speech or freedom of inquiry, and those who wish to use education to increase their special privilege or wealth or power. Chesterton once said, 'The Bible tells us to love our neighbors, and also to love our enemies, probably because they are generally the same people.'

Dewey was convinced that education was lifelong. In fact, it was evident that he considered absurd any suggestion that education should end by maturity or adulthood. In Democracy and Education[6] he said, "Education must be considered not only as preparation for maturity but as a continuing growth of the mind and continual illumination of life. In a certain sense school can only supply the tools for mental growth; the rest depends on the acceptance and interpretation of experience. The real education does not come until after we have left school."

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[6] John Dewey, Democracy and Education (New York: The MacMillan Company, 1917).

Cy Houle, in The Uncommon School, indicates that

> man can comprehend himself, and his own thought, only if he looks back across the centuries to understand the philosophic conceptions which emerged in earlier societies and have helped to create his own. This liberating insight which frees us from the prison of the present moment is greatly needed in modern thought about adult education. Most of us in the field focus mainly on tomorrow or, if we must, on today. Around us everywhere are men and women who need to learn and communities and societies which must have the civilizing touch of education if they are not to decline into despair and destruction. For over twenty-five years we have not been able to meet the insistent demands made upon us by the people of this nation and of other nations. Little wonder then that most of the things we do have an air of nervous hurry about them. We dare not look over our shoulder lest we discover, in the immortal words of Satchel Paige, that something may be gaining on us.

Malcolm S. Knowles, in The Adult Education Movement in the United States,[8] in looking to the future of adult education, and after having established the fact that the time span of cultural revolution is now less than the lifetime of a human being, states that if this is true, then

> the needs of society and the needs of individuals can no longer be served by education that merely transmits knowledge. The new world then requires a new purpose for education: the development of the capacity in each individual to learn, to change, to create a new culture throughout the span of his life. Certainly knowledge

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[7] Cyril O. Houle, The Uncommon School (Syracuse, New York: Syracuse University, 1966).

[8] Malcolm S. Knowles, The Adult Education Movement in the United States (New York: Holt, Rinehart and Winston, Inc., 1962), pp. 274-275.

> must continue to be transmitted, but no longer as an end in itself--only as a means to the end of mastering the ability to learn. The central mission of elementary, secondary, and higher education must become, then, not teaching youth what they need to know, but teaching them how to learn what is not yet known. The substance of youth education therefore becomes process--the process of learning; and accordingly the substance of adult education becomes content--the content of man's continually expanding knowledge.

In summary, the proper understanding by professional student personnel workers of the role of continuing education with all its many ramifications, is mandatory if these professionals are going to be effective in guiding the development of adult college students.

COUNSELING: THE COUNSELOR

vis-a-vis THE COUNSELEE

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Too little time has been spent in developing a philosophy of counseling for the adult student - not that a well thought through philosophy exists for counseling younger students, but at least much more has been written for counselors of younger students. Adult counseling today operates according to an expediency policy. Counselors frequently counsel and give advice without stopping to question the impact that they are making on their counselees, and fewer still perhaps realize how their personal sense of values and attitudes affect the lives of their counselees.

The present paper first attempts to examine the self-concept of the counselor and how this self-concept may influence the self-concept of the counselee, and secondly, it attempts to examine some of the counseling skills within the psychological climate that both counselor and counselee help to create.

Whether he will or not, the counselor serves as a model even to an adult counselee. He represents education - he is where the adult is aspiring to be. He represents a profession - the goal toward which many adults strive. He represents idealized attitudes that the adult attempts to understand. He represents a set of values that the adult tries to comprehend.

Both counselor and counselee each have general self-percepts, how each feels about himself. During the initial interview they generally develop perceptions about each other, and during the subsequent counseling sessions the counselee usually presents perceptions of those with whom he has been and is in daily association. A sensitive counselor becomes aware of the regard in which he is held by the counselee soon after the relationship is established although such perceptions may not be referred to during the counseling interviews. A counselor rarely talks about a counselee's feelings about him; he seldom refers to the fact that he knows that the counselee likes him by saying, "I know that we are off to a good start, you have confidence in me as a person just as other counselees have had." He evaluates the counselee's positive regard for him as a very necessary part of the relationship and reinforces that regard through acceptance and respect. Neither does the counselor dwell on his relationships with colleagues, their esteem for him or on his system of values or life's goals. It is assumed by both counselor and counselee that the counselor has already resolved his many problems; that he has worked out his life's plans; and that he feels secure about the way in which his friends and associates perceive him.

The counselee, on the other hand, by virtue of the nature of the counseling mode of operation, communicates his views in relation to his goals, his system of values, his feelings about his friends and associates, and sometimes even how he regards counselors in general and his counselor in particular.

Each brings to the counseling interviews a self-system which has emerged from habits related to the rewards and punishments and acceptance or rejection of parents, teachers and others; each has developed a cluster of traits or patterns of behavior which serve to identify him as an individual; each has effected compromises between vacillating inner needs and outer demands and expectations that have marked his life style.

In the counseling situation, the counselor's positive feeling about self helps him to develop a sense of security, assurance, and an appreciation of the needs and feelings of his counselees. He engages in a continuous redefining of self as he develops deeper insight into the inherent worth of each counselee and increased confidence in his ability to assist the counselee with decision making. He knows that he cannot be equally successful with all of the counselees who come to him; he understands his strengths and accepts his limitations. With renewed self-understanding after each counseling interview comes a new awareness of the ways in which his personal values, feelings and needs affect the lives of those with whom he works, for he regards each counseling interview as a new learning experience about self.

The counselee generally enters the counseling situation with a rather low self-regard, for is he not seeking assistance from another when, as an adult, he sould be able to solve his own problems? His spontaneous verbalizations usually offer immediate clues with regard to the value that the counselee places on self. Inferences based on a sensitive analysis of statements of feelings, positive or negative self-references, perception of the feelings of others toward the self, personal goals, values, and ideals--these will influence counseling direction and plans.

The interaction between counselor and counselee creates the psychological or emotional climate in which a counselee feels free or not to explore his self-system, to discuss his perceptions of others, and to expound on his feelings about life as he has experienced it. Although both counselor and counselee are involved, it is generally the counselor who sets the tone for the emerging psychological climate. If he is insecure, removed, disinterested, unsympathetic, and indifferent, the climate too reflects a lack of warmth and interest. If he is interested, understanding, warm, and sensitive to the needs of his counselee, the setting too will take on that interest and warmth so that a counselee feels free to share feelings heretofore repressed under a cover of doubt and ambivalence.

The impact of the psychological climate during the very first interview is a determining factor in the counselee's decision whether to return or not. He appraises the counselor very carefully. Is this individual one with whom he can share his dreams, his frustrations, his conflicts? Is the counselor secure enough and competent enough to help him to make decisions? The counselor's greeting, his attempt to make the counselee feel at home, his calm, interested manner as he begins the interview - each tends to instill confidence or not as the counseling interview proceeds.

The counselor in turn also tries to evaluate the extent to which the counselee contributes to the interaction; the degree of negative or positive self-regard, the counselee's level of aspiration, his realistic or fantasy goals, his feelings of insecurity or doubt.

Recently a 34 year old counselee asked his counselor, "Do you think I should begin to prepare for a musical career? I have a season's ticket to the Philharmonic; I attend the Metropolitan Opera every chance I get; the last interest test I took showed a real interest in music. No, I have never studied a musical instrument. Do you think I would do as well in music as I am now doing as an insurance broker?" A counselor's involvement in this type of counseling situation must be quite realistic if he is to help the counselee realize the number of years that it would take for him to become an accomplished musician and that his avocational interests in the area of music at the present time can be quite self-fulfilling. Throughout, however, the counselor knows that acceptance of the plan worked out between himself and the counselee will rest with the counselee, that the counselee is not obligated to accept the indicated direction by the counselor.

The aim of the counseling interview is to provide a counselee with an opportunity to communicate his feelings, opinions and hopes to an interested listener. There are counselees who have little hesitation about expressing themselves; others, however, need to be encouraged as they haltingly begin to talk about themselves. A competent counselor paces his reactions in accordance with the counselee's pattern of communication. "I came to talk to you about the difficulties I am having at home because I spend too little time there now that I am at school four nights a week, " usually does not bring forth, "I know that problem well; a good many of our evening students face the same thing. Now, if you were to inform your wife (or mother) about the importance of your studies. . . . " Even though the counselee might reach a similar decision eventually that perhaps a long discussion with wife or mother regarding present studies and future goals might be important, it would certainly be untimely for a counselor to suggest this course of action during the early phases of counseling before he knew more about the counselee and his home situation.

Counselees cannot be rushed to disclose information which they have harbored closely for many years. The amount and kind of content which the counselee wishes to disclose during the interview must be determined by the counselee himself. A counselor's direct question regarding a counselee's ambivalent feelings about time spent at study away from home, for example, versus time spent with family may quickly close off further discussion in a beginning counseling relationship.

While a counselee's verbalized content may not always be well-organized or in harmony with the counselor's system of values, the counselor must try to understand the basis for the counselee's presentations and hesitations and help him to weigh his several plans in light of reality. A counselee coming in undecided whether to become a conscientious objector, to enlist in the service or wait until the draft board catches up with him, will hardly present a carefully thought out plan replete with "ifs, " "ands, " or "buts. " Even a carefully thought through decision will not always coincide with a counselor's own feelings and sentiments in the matter. The counselee of a minority group who seeks help as he ponders the problem of leaving his newly acquired middle class status and interests for the more militant, contentious demands of his particular racial or ethnic group cannot be put off with an "ah-ha" or a "mm-mm. " He needs clear, unbiased insights to assist him as he and the counselor together examine the results of any present or future action on the counselee's self-respect and the strength of his coping behavior.

Where indicated, a counselor may ask for and offer relevant information and advice. Knowing something about a counselee's work situation, family constellation, avocational interests, and the like, helps a counselor to understand more clearly the problems that brought the counselee to the counseling service. Indicating that a sequence of courses is necessary for a major in a particular area or presenting the counselee with a list of job placement or referral centers in the community which he might consider for himself or for some member of his family, could be relevant information giving.

A counselor studies and analyzes presented material before he offers his own views, even though the counselee may solicit an immediate solution. A counselee who comes in with a "Well, what do you think? Should I leave my job and enroll here as a full-time student?" is looking for an immediate solution to a problem that he apparently has given little thought to. It is only after both together have examined the numerous ramifications of full-time work versus full-time study in light of the counselee's economic, social, and personal situation that a decision may finally be arrived at. Similarly, a counselee's decision to return to college with the expectation that he will better the high level position which he wants to leave, may frequently result in conflict and frustration when he discovers that despite a newly won degree the positions now open to him in a new field pay less than his old job. Careful planning and discussion regarding the satisfactions to be derived from work in which one is deeply interested, versus a higher salary in boring, repetitive work must be explored before the counselee embarks on the fantasy trail of more education equals a higher salary regardless of the nature of the job. Let's not forget that a truck driver or a plumber earns more than a school teacher or a social worker.

The goal of counseling is to provide the setting in which a counselee is able to develop sufficient insight into his self-system so that he can make his own decisions and resolve his own problems. The counselor's role is to assist the counselee to become a responsible, independent individual. According to Patterson,[19] "... the essence of counseling is the relationship. It is not the use of the interview, of tests, of specific techniques, or the surroundings which constitute counseling. It is a human relationship wherein the counselor provides the psychological climate or conditions in which the client is enabled to change, to become able to make choices, resolve his problem and develop a responsible independence which makes him a better person and a better member of society."

Within that relationship, the counselor must recognize the following if he is to conduct effective counseling:

1. The counselee is a unique individual whose behavior, while not always compatible with the demands of his society, are his attempts to cope with those demands as he experiences and perceives them.

2. The counselee must be helped to realize his potentialities in a climate of acceptance regardless of the nature and results of his actions, system of values and personal idiosyncrasies.

3. The counselee must be assisted to assume responsibility for decision making and learn to live with the results of these decisions.

4. Since change and potential for change are inherent in a democratic society, the counselee must be aided to understand not only the nature of his changing society, but also the various methods by which he can best adapt to change and best adapt change to himself in order to achieve self-fulfillment.

5. The counselee must be supported as he begins to test out newly derived self-concept formulations against reality and projected life plans.

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"CURRICULATED" LEISURE: TWENTY-FIRST CENTURY

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The extension of life through modern biological engineering will vastly increase the number of adults in our culture. This adult population explosion, barring some unforeseen catastrophe, will reach undreamed of proportions by the early years of the Twenty-first Century. In today's society, with a life expectancy of 70 to 75 years of age, 25 percent of the population are children. If the life span is stretched to 140 years, as projected by some experts, the number of children will represent only 10 percent of the population.

When one examines the concept of lifelong and continuing education in an automated, rationalized "the generalized application of organized efficiency"[5] society, it becomes even more apparent that leisure time and its productive use will be part of the adult's educational process.

"By the 1980's, perhaps, some changes in attitude toward and use of leisure may begin to be noticeable. The insufficiency of the conventional uses of leisure; the incontrovertible evidences that working time will continue to decrease; the growing emphasis on lifetime learning and relearning; and the general emphasis on the mind-oriented worker society will make the virtue and purposes of leisure an important topic for leadership attention, program planning and implementation."[5]

It is important to provide the adult with those experiences while in college which will enable him to integrate into his value system the importance of leisure. The institutions of higher learning have an unparalleled opportunity to contribute to the adult's ability to adjust to and be productive in the Twenty-first Century. It is all too obvious that these roots must be based in skills learned by him in the closing years of the Twentieth Century. If this is not achieved by those who consider themselves educators, we can look forward to an adult population which, as it becomes older, will reach a point of no return in its contribution to society. They will be dispossessed and have no opportunity to contribute to the ongoing process of civilization.

One of the least understood and potentially most important aspects of the adult's participation in higher education is the social and cultural background he brings to his educational experience. Higher education has tended to measure his potential in terms of his ability to achieve academic success. The criteria for these measurements have too often been based on meaningless variables which have not taken into consideration the multi-dimensional character of the adult.

The adult tends to respond to his academic environment in an integrated manner. This may be the result of a cognitive position which has assisted him in making selective responses to new experiences. It also helps him to retain the material he wishes to assimilate. In addition, his social and cultural heritage or lack thereof will either enhance or retard his total personal growth. If our approach to the adult's educational experience is existential in nature, focused upon the existing person as he is emerging and becoming, then we should provide those opportunities for participation outside the academic curriculum which will facilitate and enhance his emergence as an educated being.

The adult who is often a part-time student is rarely attracted to social and cultural programs of the present day institutions of higher learning. This is for the most part due to the fact that the administrative and co-curricular focus of the institutions has traditionally been oriented to the late adolescent. If the adult at times finds it difficult to participate in classroom situations with younger students, he has an even greater difficulty in sharing their out-of-class activities. Thus, the tremendous wealth of experience the adult could bring to social and cultural activities which are geared to his potential are seriously lacking on many campuses. The question before us is how we can implement and enrich higher education to provide an opportunity for adults to recognize and develop the use of leisure time as a value in the microcosm of higher education.

The adult brings to his experience in higher education a life history of involvement in activities in many kinds of areas outside of the academic milieu. These might include his background experiences in an ethnic group which has maintained its cultural heritage even in the face of the expectations of the modern American society; church-related activities in his community; an organized recreational program in his place of employment or in his union; as a devotee of opera, symphony music, theater, or art, either as a passive participant or as a contributor; a sports enthusiast, i. e., water skiing, surf boarding, stock car racing, boating, bowling or swimming. He has undoubtedly had opportunities to share in these activities with others. In any case, the adult has a wide and varied background which higher education has failed to take advantage of in the development of co-curricular programs, which truly meet the needs of this segment of its student body.

The real challenge for those involved in student personnel services for adults in higher education, is to define the needs and areas of concern which will enable the value of leisure time to be developed. It is important to change the late-adolescent-oriented philosophy of the deans of students who are administrators of student activity programs in higher education to include a realistic consideration for the adult in its proper perspective. Viable courses of action quite different from those that now exist in student activity programs must be developed. Since the present adolescent students will some day become adults, it is also important to think and develop programs in terms of out of class formal and informal activities which will aid in allowing the use of leisure time to become an emerging value for all students in the next thirty years of our society.

Few student activity programs take into consideration the fact that activities for adults are not a training ground for participation in adult life as they are for the late adolescent. In order for the programs of social and cultural activities on the campus to be meaningful for the adult, they must meet his needs to further enrich and broaden his cultural horizon. Concerts, art shows, lectures, forums, dramatic productions and the like, can bring new meaning to his everyday experiences. It is equally important that an opportunity be provided to share these events with his family. Built into such a program for adults should be a provision for a campus baby-sitting service, which will enable the married couples to participate together in the cultural and social activities at the institution.

Social activities at the college, such as dances, family picnic days, Christmas parties, annual circuses, etc., can provide opportunities for the whole family group to share in experiences that are related to the adult's total educational experience. When an opportunity of this kind is not available, there often develops a feeling of hostility and of being left out on the part of the family which is not actively sharing in the educational experience. This type of tension often serves as a deterrent to adult students' successful academic progress.

In the realm of intercollegiate athletic and "all college" activities such as homecoming weekends, charter days and special convocations, many institutions have made tickets available at a nominal or small cost for the adult student and his family. This again enables all family members to feel that they are a part of and have a share in the adult's new venture into higher education.

It should be understood that the adult full or part-time student places a high premium on time. It is therefore suggested that the development of the value of "curriculated" leisure, as stated above, be included as an integral part of the college curriculum, as a pass-fail type of credit course. It would thus make student activities truly co-curricular. Credit toward graduation would be given for participation in activities and service contributions to the institution. One or more courses of this type would be permitted each term. The adult student would give himself a pass or fail grade, based upon his evaluation of his participation in these co-curricular activities.

This type of credit participation could take the form of attending lectures, concerts, art exhibits and recreational activities sponsored by the institution. Recreational endeavors would be of equal value, either as spectator or a participant in organized activities in the co-curricular field.

A further projection of the "curriculated" leisure into higher education could be in the development of educational games as a learning tool appropriate for adults; i. e., "a situation of multiplayer mixed conflict and cooperation simulating a process or series of events which is to be understood by the student. A game is a human-player simulation of a dynamic model of some abstract, symbolic, or real-world process."[2] The simulation of real life experiences through games has particular appropriateness for the adult because of his extended life experience. Despite divergent backgrounds and cultural differences, games serve as a common denominator for the advantaged, as well as the disadvantaged.

The use of social and cultural co-curricular programs for credit as an entry into educational gamesmanship could become an effective learning tool for the adult. In the case of the disadvantaged adult, the progress from the store-front colleges to the university could be facilitated by the use of games as a recognizable and acceptable learning experience. At the present time, the upgrading of his educational skills through standard techniques is often not only unacceptable but totally rejected by him. The average adult, on the other hand, can also utilize games to further enrich his educational experience.

We educate today aiming toward that which may well become obsolete tomorrow. Let us instead use new techniques such as "curriculated" leisure to educate for the Twenty-first Century.

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THE COUNSELOR AND CO-CURRICULAR ACTIVITIES FOR ADULTS

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The topic that we are going to deal with today is "Co-curricular Activities for the Adult Student." We are going to try to examine this area in at least two ways; first, from a philosophical context and secondly, in terms of some of the practical problems of dealing with the adult student in co-curricular activities.

If you believe that education is preparation for living, then the chances are that you will disagree with much of what I have to say. I perceive education as a way of life, as a part of the living experience of each person. Co-curricular activities therefore, as part of the educational milieu must, in my opinion, be developed in such a way as to be a meaningful part of the adult student's life. While he may certainly profit in the future from some of his life experiences at the present, and the potential for that profit must be recognized, that is, while we must not ignore the philosophy of deferred gratification, it is still important that we consider the immediate impacts of co-curricular activities as part of the educational experience.

The counselor in his relationship to student activities has often been considered the facilitator rather than the educational leader. Much of the training of the student personnel worker in the area of co-curricular activities deals with how to administer them and thus he becomes a manager rather than an educator. Interestingly enough, quite often the student personnel worker is a poor manager and this is rapidly perceived by the adult student. Under these circumstances he is perceived more as an obstacle to the success of the co-curricular activity than as one who will make positive contributions to the success of the program.

I think that this attitude can be avoided if the counselor recognizes that his role is to provide dynamic and meaningful educational leadership, rather than to provide management expertise. In my experiences with adults, it has never been particularly difficult for them to understand which role it is that the student personnel worker has chosen to play. The adult student respects, admires, and follows the educational leader and profits from his association with him. On the other hand, he compares the educational manager with other managers that he knows and quite often the student personnel worker suffers in the comparison.

It seems to me that if we are going to adopt this position of being educational leaders in our relationship to the adult co-curricular program, we must first carefully define objectives and goals for the program, and these objectives and goals must be clearly transmitted to the participants. I might also indicate that it would behoove us to state these objectives and goals in terms of student behavior and expectations rather than institutional behavior and expectations. For example, in working with a student professional organization one might have as a possible objective--"The student shall have an opportunity to explore the relationship of his profession to the cultural patterns of American life." Another objective might be--"The student will have the opportunity to participate in the interpretation of his profession to the community at large." If we speak in terms of a newspaper for adult students, the following objective might be appropriate, --"The student shall have the opportunity to test his ability to critically review cultural activities on campus." Or--"The student shall have the opportunity to develop his capacity as an integrator of diverse opinions."

I'm not necessarily proposing that these objectives are themselves perfect, but I would propose that by simply stating the objectives I have begun to translate a Society for the Advancement of Management into a meaningful program for adult students, or a University College newspaper into a vehicle for the education of adults. This incidently is not an easy process. It would be much easier to think in terms of the Society for the Advancement of Management by investigating the kinds of programs that are being conducted by similar organizations at a regular undergraduate level or even at other adult education centers. However, when I chose this approach I have become a manager, a facilitator; I have access to information and I have gotten that information. I do not mean to belittle this particular role, but if one is going to provide a meaningful activity for adults on the campus, then he must have rather specific educational objectives which can be understood and interpreted by both the institution and by the participants. Let me state as one major premise of this presentation that if we are going to have effective co-curricular activities for the adult students, we must have clearly stated educational objectives.

The complement to this principle of this course is that we must have a meaningful way of evaluating the activity. The conventional procedure of simply counting the number of people participating seems to be meaningless. When we evaluate success on the basis of the number of students participating, what we have done is set forth the following as an objective, "The institution shall have 33 people participating in Society for the Advancement of Management." I'm not terribly impressed with this. Therefore, I am not terribly impressed with the numbers of students participating as a means for evaluation. What needs to be done is to develop techniques for measuring the success of co-curricular programs in terms of meaningful educational objectives which were understood by both the institution and the participants. What are some possibilities? It seems to me that with adult groups one really significant method is self-evaluation.

The group, with the help of the student personnel worker, should develop a significant self-evaluation procedure. As much time should be spent on this as is now spent on the writing and rewriting of organizational constitutions. If I have indicated that adult students should participate in the evaluation process and you have inferred from this that perhaps they should participate in the process of drawing up objectives, then you are beginning to see the potential relationship between the institution, the student personnel worker, the adult student and co-curricular activities. Therefore, let me set forth as a second major premise of this presentation, that we need to have meaningful ways of evaluating the educational contribution of co-curricular activity program.

As a third major element in this presentation, let me speak briefly about some of the present programs which exist in the co-curricular area for adult students. First there is the student government which traditionally provides an avenue for the participation of the adult student in the governance of the college or university. Quite often this avenue is a trivial one and it seems to me that adult students will reject triviality. Therefore, I suggest to you that if you are going to have a student government representing adult students that you indeed permit them to participate in the governance of the institution. Remember, the adult student may be considerably more perceptive about what is meaningful and what is not than the late-adolescent. Therefore, the techniques of committees and referrals which is often used to frustrate the typical late-adolescent student government, and incidentally quite often successfully frustrates them, cannot be used with adults. Rather, I would suggest an honest approach and an honest definition of areas in which students might make meaningful contributions. I think that you would find that the adult student will work with you in developing a meaningful student government along these lines.

In addition, at most institutions the student government is also responsible for a good bit of the social activity for the students. I might suggest to you that it would be well to separate the social and government functions as much as possible. It is altogether too easy to tie student government up in the running of dances and thereby prevent their reaching meaningful objectives in terms of their working on the governance of the institution.

A second major area of co-curricular activities presently available is the student newspaper. Many institutions have found that the college-wide newspaper is not adequate to serve the adult student and therefore newspapers primarily aimed at them have been developed. These publications form a particularly effective communications link between the student and the institution and between student and student. They can provide a meaningful vehicle for student development.

A third area which is quite popular is the professional and vocational club. These groups are particularly attractive to many adults who have yet to completely identify with national or regional professional organizations. They also provide a meaningful way for the student to relate his educational experiences with his other life experiences.

There have also been developed many special interest clubs and groups both of the more serious cultural nature and of the fun variety. These activities are particularly important because they give an opportunity for the adult student to expand his sphere of involvement. He knows for example, that the people in his English Literature Course are all interested in English Literature, for one reason or another, but he is particularly delighted to find that the person sitting two rows back and three seats over also plays Bridge.

In addition to these four basic kinds of programs that commonly exist today on campuses for adult students, there are also the activities which are really institutional activities in which students participate, such as plays, concerts, lectures, etc. I might suggest that there is probably much more potential for adult student participation in these activities than we now realize. For example, quite often a little publicity will get your adult students to tryout for plays. This may require a little liaison with the drama department because they are not used to having adult students participate in their plays, but I think that this is a problem that can be easily worked out. In terms of the campus lecture series, some of the adult students are experts in their fields of endeavor and can make as valuable a contribution to your program as the man from 50 miles away.

As the last element that I would like to bring to this particular discussion, let me talk in terms of some potential areas for future program development in co-curricular activities for adult students. One area which comes immediately to mind, is the development of co-curricular programs for students who are participating in the extension branches of our major state universities.

Secondly, there seems to me to be the need to develop co-curricular activities for adult students which will involve them in the development of educational programming. If the faculty members who are present will excuse my heresy I might suggest that adult student groups could make a meaningful contribution to the development of a syllabi or course outlines. Since I've gone that far I might say that it's entirely possible that the adult student can, through organized activity, contribute to the basic course content.

A third area of potential program development for the adult student is community involvement. It seems to me to be entirely possible that through organized co-curricular groups the college could meaningfully work with the community in the solution of community problems.

I have tried to at least tentatively explore four possible approaches to co-curricular activities for the adult student. First, the development of meaningful educational objectives, secondly the development of processes for the evaluation of the activities, third, a brief look at some of the present programs which exist in adult education today, and fourth, opening some possibilities for some future programming. Let me return to the first point and state rather clearly that this is most important. If we are to be educators rather than managers, and if we are to make a difference in our institutions in terms of the educational experiences that adults are having and if we believe that the educational process in which the adult is engaging is really a way of life, then I think that we can be instrumental in the development of meaningful and relevant objectives for the co-curriculum activities program. Through this we will arrive at meaningful ways of evaluating our progress, we will make the present programs that we have more significant on the campus, and we will be flooded with ideas for future programming.

PARTICIPANT EVALUATION OF THE PRE CONVENTION WORKSHOP: COLLEGE PERSONNEL SERVICES FOR THE ADULT

APRIL 5-6, 1968

Each participant in the 1968 Pre Convention Workshop in Counseling the Adult Students completed an eighteen item questionnaire as an integral part of the final workshop session. The questionnaire was designed to elicit responses to items in such a way that they could be compared with one another to generate deeper insights into the meaning and validity of such terms as "excellent" or "poor" which were frequently used to describe reactions to specific points. It is possible, for example, that a given participant may have rated the overall conference as "excellent" meaning that he was so very much impressed by a particular feature or discussion that he was willing to overlook deficiencies in another part of the program. It is possible, on the other hand, that he may have selected the term "good" as his overall evaluation because of a single element which he felt was poor but poor only in comparison to the high excellence represented by other parts of the program. In any general evaluation then, there exists a difficulty in knowing how much each part was weighted in arriving at the overall impression. The evaluation questionnaire was therefore structured to provide some insights into possible reasons which may account for particular evaluations which were made, It was felt that this feature would make the instrument more serviceable as a basis for planning future workshops.

The accompanying evaluation of participant reaction to the workshop has been divided into two parts. Part I represents a statistical summary of the ratings given by participants to each item. To make responses for different items as comparable as possible, the percentage responding to each alternative of each item has been recorded. In every case the percentage figure was determined by the total responses given to the particular item. In two cases participants did not answer every item. This occurred in item sixteen because a participant was unable to attend one session and therefore unable to provide an evaluation. In another case, a participant felt that he needed a five-point scale in items one through five. Since he indicated his responses would have fallen in the "next to highest" value in these items, his responses were reported as this same position in the four-point scale provided. Though this may depreciate his evaluation slightly in these cases, it did make it possible to include his evaluation in the total figure.

PART I

STATISTICAL SUMMARY OF PRE CONVENTION WORKSHOP EVALUATION

1. Overall evaluation of workshop

Excellent	46.7%
Good	53.3
Fair	----
Poor	----

2. Degree to which workshop met individual expectations

Completely	20%
Considerably	80
Somewhat	--
Poorly	--

3. Was the emphasis of the program content on areas of importance to individuals?

Yes	93.3%
Somewhat	6.7
No	----

4. Degree to which workshop held participants' interest

Excellent	40%
Good	60
Fair	--
Poor	--

5. The amount of information given was

Too much	----%
About right	86.7
Barely adequate	6.7
Inadequate	6.7

7. Amount of new knowledge gained from workshop

Extensive	13.3%
Adequate	66.7
Little	20.0

8. Degree to which program was stimulating

Highly	60%
Moderately	40
Slightly	--

9. Degree to which information was relevant to participants' work

Quite	66.7%
Slightly	33.3
Limited	----

10. The length of the workshop was

Too long	6.7%
About right	86.7
Too short	6.7

11. Opportunities for participants to exchange information was

Very good	60%
Adequate	40
Lacking	--

13. Applicability of descriptive terms to program using a five-point scale

	One	Two	Three	Four	Five	
Practical	53.3%	33.3%	13.3%	----%	----%	Impractical
Stimulating	40.0	46.7	13.3	----	----	Boring
Timely	66.7	20.0	6.7	6.7	----	Untimely
Effective	33.3	46.7	13.3	6.7	----	Ineffective
Positive	53.3	33.3	13.3	----	----	Negative
Meaningful	33.3	60.0	6.7	----	----	Meaningless
Successful	20.0	60.0	20.0	----	----	Unsuccessful
Important	33.3	53.3	13.3	----	----	Unimportant
Complete	6.7	53.3	20.0	20.0	----	Incomplete
Pleasant	73.3	20.0	----	6.7	----	Unpleasant
Significant	33.3	40.0	26.7	----	----	Trivial
Productive	6.7	66.7	26.7	----	----	Unproductive
Well organized	33.3	46.7	13.3	6.7	----	Poorly organized
Comprehensive	20.0	53.3	20.0	6.7	----	Incomplete
Specific	6.7	46.7	33.3	13.3	----	General
Profound	----	46.7	33.3	20.0	----	Superficial

16. Rating of topics discussed

	Excellent	Good	Fair	Poor
Testing	53.0%	23.1%	8.6%	15.3%
Financial Aids	10.0	60.0	30.0	10.0
Continuing Education	23.1	66.3	8.6	----
Counseling	68.3	23.1	8.6	----
Cultural-Social	15.3	68.3	15.3	----
Coeducational Activities	15.3	68.3	15.3	----

17. Evaluation of questionnaire using the five-point scale employed in item 13

	One	Two	Three	Four	Five	
Detailed	31.0%	61.0%	----%	8.0%	----%	General
Short	8.0	15.0	15.0	38.0	23.0	Long
Easy	31.0	8.0	38.0	23.0	----	Difficult
Effective	31.0	31.0	8.0	31.0	----	Ineffective
Practical	38.0	23.0	15.0	23.0	----	Impractical
Complete	46.0	23.0	31.0	----	----	Incomplete
Relevant	38.0	46.0	15.0	----	----	Irrelevant
Useful	38.0	23.0	23.0	15.0	----	Useless

Fill in questions

6. Reasons for attending conference

    1. Professional growth or its equivalent was listed by 60% of the participants as the primary reason for attending the workshop.

    2. The opportunity to exchange ideas and engage in discussions with fellow workers was listed by 40% of the participants as the principal reason for attending.

    3. Six members of the workshop viewed it as a training opportunity or its equivalent, they have been classified under number 1 above.

    4. Other comments elicited by this question included such statements as:
        Professional development
        Learn the status of present personnel services for adults
        Learn trends in student personnel work
        Share ideas
        Develop ideas for student personnel research
        Learn how to apply counseling techniques
        The role and function of counseling centers for adults
        Renew thinking on the subject
        Meet fellow workers
        Inspiration

12. The single feature most enjoyed by participants

    1. Group discussions were listed by 46.7% of the participants as the mos important feature of the workshop.

   2. The papers and the informal air in which proceedings were conducted were mentioned by 13.3% of the participants.

   3. The enthusiasm of the faculty and participants and the inspiration gained from attendance were mentioned as the highpoints of the conference by another 13.3%.

14. Topics that should have been included in the program

    1. Two participants indicated that a discussion of the philosophy of student personnel services would have been desirable.

    2. More information on research in the field of personnel services for adults was mentioned by one person.

    3. The role of creativity in continuing education was mentioned by another participant.

    4. Another suggestion was to emphasize the problems involved in educational counseling.

    5. One student suggested we divide the participants into groups according to the size of the institution in which they were employed.

15. Recommended deletions from the program

    1. One participant suggested we eliminate the recurring evaluations.

    2. Another suggested dropping speeches as such and replacing them with the problem census approach used by Dean Thompson.

    3. Changing the emphasis for the entire program from year to year was recommended by one.

    4. Several participants indicated that they could live without the curfew restrictions in force at the time of the workshop.

18. General comments

    1. One participant suggested that a bibliography be made available for each session of the workshop.

    2. Another suggested that demonstrations of actual practice be given as part of the workshop.

3. A suggestion was made that the student's side of the equation be presented more fully.

4. One participant wrote "well worth the time and effort."

5. Another wrote, "The entire program was well done, even the questionnaire."

PART II

COMMENTARY

It should be clearly obvious that the direction of the responses of participants in the workshop were strongly positive. The overall evaluation ranked between excellent and good.

The workshop met the expectations of the participants at the levels of "considerably" to "completely" and the emphasis on the program was on "important" areas for 93.3% of the participants, and the program held interest at the "excellent" to "good" level.

All but two of the participants felt that the amount of information given was about right. Even though most of the participants had been working in the field, 66.7% felt that the amount of new knowledge gained was adequate. It is remarkable that though most of the participants were already practiced in the field, only 20% felt that "little" new knowledge had been gained, and 13.3% felt that "extensive" new knowledge was gained.

The program was "highly" to "moderately" stimulating for everyone in attendance. The information presented was relevant to the work of 66.7% of the students at the "quite" level and 33.3% at the "slightly" level. That the length of the workshop was "about right" was agreed to by 86.7%. Only two disagreed in this matter; one felt that it was too short, and one felt that it was too long. Opportunities for exchange of information between participants was between "very good" and "adequate." Sixty per cent felt it was "very good."

Question 13 will be recognized as a modification of the Osgood Semantic Differential Scale to test the direction and strength of attitudes. Even the most cursory review will indicate that the responses were in a definitely positive direction.

Scales rating over the 50% mark at the highest rating level included "practical, " "timely, " and "pleasant;" items rating over 50% at the second rating level included "meaningful, " "successful, " "important, " "complete, " "productive, " and "comprehensive. "

"Stimulating, " "effective, " "well organized, " "specific, " and "profound" rated at level two 46.7% of the time; this was the highest single ranking for any score in the scale for these items. Although none of the participants ranked any of the characteristics at the lowest level, the "profound" and "complete" items received 13.3% of the ratings at the third level and "comprehensive, " "well organized, " "pleasant, " "effective, " and "timely" received 6.7% responses in these items as fourth level. It should be noted, however, that 6.7% represents only one opinion in each case.

A total of one person ranked any item as five, and 13 persons ranked items in the four column compared to a total of 41 at three, 110 at two, and 77 at the one level. These totals indicate the strongly positive nature of the responses of participants to the workshop even when very specific characteristics are considered.

Question 16 required participants to rate topics discussed. "Testing" and "counseling" as topics, each received more than 50% of the responses at the "excellent" level. "Financial aids, " "continuing education, " "cultural/social" and "coeducational" received over 50% of the evaluations at the "good" level. None of the topics discussed were rated as "fair" or "poor" by as many as 50% of the participants. Thirty per cent found "financial aids" only "fair, " and 15.3% ranked "testing" as "poor. "

In question 17, the participants were asked to evaluate the questionnaire used. One participant commented that it was unusual to evaluate an evaluation, however, the reactions of the respondents to the questionnaire might provide an interesting insight into the validity of the instrument. Over half of the respondents felt that the questionnaire was "detailed. " A total of 92% ranked it in the one or two level in this report. A total of 61% ranked the length of the questionnaire at the four and five levels indicating that it was rather long. On the "easy-difficult" scale it is difficult to make any general statement because the percentages were spread between one and four in a very unusual way. Thirty-one per cent ranked it one; only eight per cent at two; 38% at three; and 3% at four. The "effective" scale was also marked by considerable spread; 31% at one, 31% at two, 8% at three, and 31% at four. However, in neither the easy nor effective scales did anyone rank the item at five. On the "practical" scale, there is a definite tendency toward the one and two columns but there is still 23% at the four scale mark. On the complete scale, 46% ranked this characteristic at one and 23% at two, and 31% at three; none gave it the four or five ratings. Thirty-eight per cent ranked "relevant" at one, 46% at two, 15% at three, and none ranked it at four or five. As to "usefulness, " 38% ranked it at one, 23% at two, 23% at three, 15% at four, and none at five. There seems to be a definite trend to evaluate the items on the one end of the scale. This is interpreted as positive in this case. The only exception to this generalization would be the "short-long" scale which seems to be in reverse. However, it is difficult to determine whether the questionnaire was actually too long since there is quite a spread of opinion on the subject.

While length generally adds validity to a diagnostic instrument, it may have an invalidating effect if it becomes excessively long. It is probably safe to say that the present instrument may have appeared long psychologically because it was completed after an extended period of intensive activity. Therefore, it is recommended that consideration be given to shortening it if this can be done without seriously reducing its content validity.

The evaluation form completed at the end of the workshop gives adequate evidence that the workshop was well received by the participants. It seems to have served their personal needs in most instances; it provided desirable stimulation and opportunity to discuss topics of professional interest to people working in a selected field. Apparently the participants were particularly impressed with the problem census approach in dealing with matters of interest to them. This should be considered and encouraged in future workshops. In the future, emphasis in at least some of the sessions should be on "how to. " The suggestion that bibliographies on each subject discussed be provided should also be given serious consideration. If an evaluation of the entire program is made at the end, it would seem unnecessary to require evaluations after each session.

In addition to the comprehensive questionnaire on the entire workshop completed as part of the final session, participants were asked to complete a summary reaction worksheet after each presentation. These worksheets have been summarized by Dr. Goldie Kaback.

SUMMARY OF REACTION WORKSHEETS

Reaction worksheets to the several papers presented at the pre convention workshop were most positive. The participants were particularly impressed with the "problem techniques" approach used by Dean Thompson in relation to his presentation "Continuing Education. "

They liked the idea of meeting in small groups to anticipate what Dean Thompson would say (although most felt that ten minutes was just insufficient for thorough discussion); they stated that his paper was "very enlightening;" "well organized;" "thoughtful;" "excellent;" "one of the most valuable summaries of the characteristics of the adult." Questions raised to this particular presentation were:

1. How can we get through to the adult who needs continuing education and who, for one reason or another, does not have the initiative to seek out this education?
2. How can profitable experiences be provided for the adult student in higher education?
3. What are some of the "innovative" teaching procedures in adult education?
4. What are the criteria for excluding adults from continuing educational programs?
5. How does one assess the experiential background of adult students?
6. Methods of informing the adult student about services available to him?
7. Role of the adult student personnel worker as a change agent?

There were fewer reactions to the paper on "Financial Aids" than to the other papers. Those who did comment indicated the importance of this area in relation to student personnel work with adults and "how little push there has been for adult students" in the area of loans, scholarships, and the like. Representative remarks were "refreshing to hear some concrete suggestions;" "remarks should be recorded and distributed to all student personnel workers for adults." Several commented that the student personnel worker should himself be concerned about this area of finance and not leave it up to some financial aid person "who generally is more concerned about the younger, dependent student." There were a number of statements regarding the very practical hints offered. Questions raised were:

1. What if anything has ACPA done to further interest in financial aid to adult students?

2. Why is "free education" not available to the adult? What have the professional groups done about this?

3. What about adult education and counseling at less than the college level?

4. What can Commission XIII do to increase financial aid for adults?

5. How do you involve people who control the money to become interested in adults?

The participants reacted with a great deal of interest to the presentation on "Testing" by Dr. Wientge. Representative comments were: "excellent;" "practical;" "best survey of tests for the adult that I have heard;" "useful and enlightening; a very comprehensive coverage." Questions raised were:

1. How to dispel the "fear" factor in test taking?

2. Should testing take place as soon as the adult student is admitted or after he has adjusted to the educational setting?

3. Should testing be uniform for all adults who come to institutions of higher learning regardless of their background or interest?

4. Are there other tests than those referred to that would be of value to consider for adults?

5. Are there minimum score levels used at various colleges? If so, what are they? Are references available regarding the utilization of various tests for adults at different colleges?

6. Is remediation provided for on the basis of test results at various colleges? Which colleges? What tests?

7. What about the predictive value of tests for adults? Any follow-up studies?

8. Should one use different types of tests for the matriculated and for the non-matriculated adult student? If so, what are they?

9. How are the test results used in the counseling process?

Representative comments to the presentation "Counseling: The Counselor vis-a-vis the Counselee, " by Dr. Kaback, were as follows: "good outline of basic concepts in counseling;" "excellent - best paper on subject that I have ever heard or read;" "superb overall philosophy for a program;" "well organized paper on the elementary principles of counseling. " Questions raised were:

1. What are some suggestions for the adult counselee who wants immediate solutions to his problems?

2. Do we need a different educational program for the counselor who works with adults?

3. How can a counselor working with adults become more involved and avoid playing the role of "God?"

4. How to avoid becoming too emotionally involved with the counselee?

5. What are the criteria for a "mature" adult counselor?

6. What might some other counseling approaches be in relation to adults?

A single reaction worksheet was filled out by participants in relation to the paper on "Cultural and Social" implications by Dr. Farmer, and to the paper "Coeducational Activities" by Mr. McDaniel, Jr. Comments were: "good as concluding papers of the workshop;" "excellent summation;" "interesting aspects that I had not considered before;" "intend to use several of the ideas discussed;" "productive discussion;" "a good range of possibilities. " Representative questions were:

1. How to publicize information among potential adult students regarding the college program?

2. How to interest students in the several activities offered?

3. How to involve faculty in co-curricular activities?

4. Why do certain programs appeal and others do not appeal to adult students?

5. We appear to be more concerned about activities for adults than they are. Why?

6. To what extent are the home problems, e.g. divorce, behavior of children, etc., related to our encouraging parents to attend college classes and to participate in college activities?

APPENDIXES

APPENDIX A.

AMERICAN COLLEGE PERSONNEL ASSOCIATION

COMMISSION XIII-STUDENT PERSONNEL WORK

FOR ADULTS IN HIGHER EDUCATION

PRESENTS

A Pre Convention Workshop
"College Personnel Services for the Adult"

Friday, April 5, 1968

2:30- 3:00 P. M.	Registration and Coffee	
	Presiding	Thompson
3:00- 3:30	Student Assistance--Testing	Wientge
3:30- 4:30	First Work Session	
4:30- 5:00	Student Assistance--Financial	Sproull
5:00- 6:00	Second Work Session	
6:00- 6:15	Summary of Work Sessions	Kaback

Saturday, April 6, 1968

	Presiding	Farmer
9:00- 9:45 A. M.	Student Development--Continuing Education	Thompson
9:45-10:00	Coffee	
10:00-10:45	Student Development--Counseling	Kaback
10:45-11:45	Third Work Session	
11:45-12:00	Summary of Work Session	Farmer
	Presiding	Kaback
2:00- 2:30 P. M.	Student Involvement--Cultural/Social	Farmer
2:30- 3:00	Student Involvement--Coeducational Activities	McDaniel
3:00- 4:00	Fourth Work Session	
4:00- 4:15	Coffee	
4:15- 4:45	Evaluation of Workshop	Fisher
4:45- 5:00	Summary of Workshop	Kaback

PURPOSE

This Workshop has been planned to provide student personnel workers for adults with experiences to:

1. Inquire into the needs of the adult student.
2. Discuss various phases of student assistance, student involvement, and student development as they pertain to the adult student in higher education.
3. Participate in small work sessions to discuss the variety of problems that adults bring to student personnel workers.
4. Become involved in meaningful dialogue with the Workshop faculty and with each other in a search for ways of improving personnel services for adults.

WORKSHOP FACULTY

Dr. Martha L. Farmer
City University of New York

Dr. Joseph A. Fisher
Drake University

Dr. Goldie R. Kaback
City University of New York

Mr. Reuben R. McDaniel, Jr.
Baldwin-Wallace College

Dean Kenneth H. Sproull
Lansing Community College

Dr. King M. Wientge
University of Missouri at St. Louis

Dean Clarence H. Thompson, Chairman
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APPENDIX D.

ROSTER OF ACPA COMMISSION XIII STUDENT PERSONNEL WORK FOR ADULTS IN HIGHER EDUCATION

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Dr. Vera Schletzer
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Dr. John Siamonitis
Syracuse University

Mr. Myron A. Spohrer
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Mr. Kenneth H. Sproull
Lansing Community College

Dr. King M. Wientge
University of Missouri
at St. Louis

Miss Margaret A. Witt
Stephens College

Dean Clarence H. Thompson
Chairman
Drake University

APPENDIX E.

SMALL GROUP REPORTS

A problem census was conducted at the beginning of the period allotted to "Student Development - Continuing Education." This was an unstructured period of roughly ten minutes when the registrants, in four small groups, discussed the topic of the session. As was indicated subsequent to the small group meetings, (see page 18) this technique assesses the understanding of the subject by the participants and forces thinking about the subject. The reports that follow were recorded by a member of each group and represent, collectively, an abbreviated synthesis of the discussions.

Group 1: Continuing education as a concomitant, how it contributes to student development. A broad view of continuing education as a dynamic in human development.

What is continuing education? Implication that it is beyond traditional concept of education, but not readily distinguishable from any other aspect of education.

To be looked at from the total frame of reference of the student. A variable which effects change in any person. One of several variables in the total spectrum of development. Therefore, continuing education should encompass that which meets the needs of the student, and not necessarily the institution. True of all education, ideally.

Group 2: Continuing education is likely to feature the informal aspects of education, it is never ending, something like an ungraded elementary school in flavor.

Greatest value obtained if programs of continuing education have the continuity which formal adult education agencies can provide.

An agency can maintain programs which an adult can tie into. In other words, there is something for him readily available. We have to make him aware of our "product," but it's there when he needs it. Counselors, also provided as part of a continuing education center, can be of material assistance to the adult in helping him enter, plan, and continue in a program.

Alumni (former students of any origin) are a fertile group to cultivate for continuing education programs, since their appetite is already whetted.

Group 3: Resolved: Students in continuing education are "different" than four year students.

Questions: Do they need and want student personnel services? If so, what, when, and how?

Group 4: Two questions were raised:

1. How are the characteristics of adults unique?
   - A) Exaggerated fear of academic failure.
   - B) Fear of being different.
   - C) Inappropriate expectations concerning the content of the college experience.
2. What are the unique dimensions of an adult education student personnel program?
   Three adult education student personnel treatments were discussed.
   1) Structured student group experiences involving academic encouragement.
   2) Individual and group counseling experiences concerned with the problems of time and the developmental tasks.
   3) Content based orientation of students to the university experience.